DOCUMENT RESUME

ED 090 377 CE 001 217

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TITLE Job Finding Kit. Fourth Revised Edition.
INSTITUTION Washington State Coordinating Council for Occupational Education, Olympia.
PUB DATE May 72
NOTE 37p.

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS *Employment Interviews; Employment Opportunities; Employment Qualifications; Guidelines; *Job Applicants; *Job Application; Personnel Data

ABSTRACT

What is the right job for a person? Where is it? How does he find it? The answer to one or more of these questions is essential to anyone looking for a job. This booklet is designed to help you answer these questions in order to help yourself find and hold the right job for you. Job hunting is more difficult for those who do not follow a planned procedure. Therefore the various steps to take are outlined, and examples of various forms are included. The sections cover the planning and construction of a resume, the planning of cover letters and letters of application, sources of job information, interview techniques, educational test batteries, high school completion requirements, and self appraisal techniques. (Author/KP)

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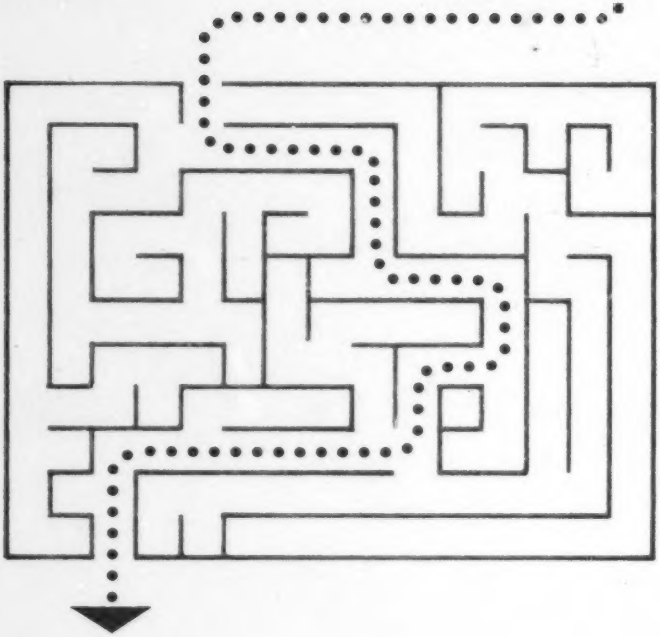


finding kit

By Arnold A. Hirsekorn
Employment Security Department

4th Edition Revised By
Coordinating Council
For Occupational Education

CE001217

P72-19

(Rev. 5-72)

JOB FINDING KIT

Teach people how to get their own jobs and you help them in a very fundamental way. You give them the pride and security that comes from self-reliance.

* * *

This Job Finding Kit was originally compiled for the Kitsap County Community Action Program by Arnold A. Hirsekorn, Manager, Pierce County Area, Employment Security Department.

The second edition of the Kit was prepared by the Employment Security Department, P.O. Box 367, Olympia, Washington 98501.

The third edition of the Kit was prepared by the Financial Aid and Placement Office, Wenatchee Valley College, Wenatchee, Washington 98801.

job finding kit

4th Edition and Revision by
COORDINATING COUNCIL FOR OCCUPATIONAL EDUCATION

Rare is the man—or the woman—who doesn't at some time have to go looking for a job. It is a frustrating experience. No one likes it. Most do it poorly.

a project of the
Program Development Division, CCOF,
Dean Wagaman, director

supervised by Ron Berg, Guidance Section

Arthur A. Binnie
Washington State Director of Vocational Education

HOW DO WE START?

The right job for ME
What is it?
Where is it?
How do I find it?

The answer to one or more of these questions is essential to anyone looking for a job. This kit is designed to help you answer these questions in order to help you help yourself find and hold the right job for you.

Job hunting is more difficult for those who do not follow a planned procedure. Knowing what steps to take, what forms to prepare and what action is required can make the task a great deal easier. This kit contains some basic forms and samples for your perusal and use. Follow every step. What you get out of the kit depends upon what you put into it.

Keep in mind that job hunting is a full-time project. You will work 40 hours per week for an employer; you cannot afford to work less for yourself.

"TO ERR IS HUMAN" . . . So,

To make things as easy and error-free as possible, let's examine some of the most common mistakes made by job seekers. These errors are just as prevalent among high-level executives and chronic job hunters as among beginners. If you're looking for work now, better check off the list one by one and revise your campaign accordingly. Even if you are not hunting now, store this information in the back of your head. It may save you pain and money someday.

THE LATE AWAKENING

The first and most common error is in taking too long to realize that you should be scouting around for a new job. Weeks before the ax falls or you become maneuvered into a situation that requires you to quit, you ought to have some notion of how the wind blows. That is a matter of keeping alert to what's going on in your organization, of knowing how you are doing and what your boss thinks of you, and of being fully aware of your own attitude toward the work.

Often jobs do blow up suddenly. But usually there's some sign that things have begun to slide downhill. If you see that happening, decide as soon as possible whether you are going to have to make

a change and then begin laying the groundwork so that you will not suddenly be faced with a void.

Do not under any circumstances quit your job in a huff unless you have some place else to go. It is far easier to find another job while you still have one than when you do not.

THE OSTRICH

Many a man suddenly out of work feels overcome with shame, warns his wife not to tell a soul, least of all his friends, and buries his head in the sand in the hope that somehow things will be straightened out before anyone knows what's up. Some go off on "vacation" to think the situation over, but find it impossible to relax and wish they were back in town attacking the problem instead of brooding about it through sleepless nights.

There is nothing disgraceful about needing a job. Everyone goes through the agony now and then. The more straightforward and matter-of-fact you are about the situation, the more likely others are to respect you and want to help. The more you cover up, the less they can do for you.

THE PANIC BUTTON

Many people grow panicky at the loss of a job and begin firing letters and telephone calls off in all directions at once. The one thought is to get work, any work, fast.

Never is it more important to be calm and deliberative. Do not go job hunting until you have thought things through. What exactly do you have to offer? Where could you place it? Map out a systematic campaign as if you were a salesman offering a major item that is expensive, but that will give excellent service over a long period and is needed by the customer.

BLINDMAN'S BLUFF

Employers constantly interview men and women who make earnest application for positions they know nothing about in companies they apparently have never heard of before. Before you present yourself as a candidate to fill an opening, learn all you can about it. What does it require? What sort of person did the job lose? Why did he leave? Find out about the organization, too. How large it

is, what are its products and markets? Look it up in business directories and ask the reception desk, the public relations office or the personnel office for copies of any brochures it publishes.

A SCATTER-SHOT APPROACH

Half the fatigue in job hunting comes from tramping up blind alleys. You can reduce some of that by research, too. Study the whole job market. Trade journals and professional publications offer useful information. Where is the strongest need for people with your background? Which particular organizations look like good bets? List them in order. Check off those you would most want to work for. Then consider how to make your approach. Who heads the division or branch into which you would fit?

Do not visit companies hit or miss in the "hope of turning up something". Ninety percent of your time will be wasted.

THE LONE WOLF

Do not try to go it alone. Use the human resources around you—your friends, relatives, business acquaintances. Who knows whom? Contacts do not have to be high level. A friend who knows a friend in an organization that might take you can obtain much routine information that would not otherwise be easy to come by.

Incidentally, when you seek the help of others, try to be specific. "Let me know if you hear of something" isn't much of a request and rarely produces results. Ask instead for the names of companies, contacts, agencies. Ask interviewers whom you meet on your job-hunting tour for suggestions and leads, too. Most will try to be helpful.

THE OVER-SIZED SELF

Many people have an exaggerated opinion of their own capacities. Often they confuse their wish to do something with the ability to do it and will not admit even to themselves that failure has come because of poor performance.

Do not pull the wool over your own eyes. If you were dropped from your last job because of lack of skill, face up to it. Perhaps you should consider a different type of work or take a refresher course. Your difficulty may not have been lack of abiiity but a personality quirk. Did you have trouble with your co-workers? Sometimes the mere realization that you have been hard to get along with is enough to bring a change.

Perhaps, difficult as it may be, you would be wise to have a talk with your former boss. He may be willing to tell you what was wrong. You would find out, in any case, whether he would recommend you if asked by a prospective employer.

THE SHRUNKEN SELF

The constant rebuffs that come with job hunting can be humiliating. Many people lose self-confidence under the battering. When they tell interviewers about themselves, conviction fades from their voices. Soon they begin applying for positions that are clearly below them and are turned down because they are over-qualified. "Something must be wrong" as the employer sees it, with a man willing to accept a job far beneath his abilities.

You are not any less able out of a job than you were on it. Hold onto your confidence as hard as you can. It is one of your most important assets.

PAY CHECK PRESSURE

Being out of work is expensive, and you may become so eager for a pay check that you judge a position by the money it pays and nothing else. But that may be the very reason why you are looking for work now—perhaps you grabbed your last job too soon.

Before you accept a position, be sure it suits you, that it will last, that there are good opportunities for advancement and that you will have a chance to use your abilities to the best advantage. You should also know that the company has a good future and that general working conditions are okay. Many an attractive starting salary conceals a slow pay and promotion policy.

THE FOULED-UP INTERVIEW

The interview trips up a large number of hopefuls. Main reason is that they cannot seem to get to the point and say clearly and concisely what sort of job they want and what their experience is. Many reel off endless details about jobs held years ago. Others grope inarticulately for words. Do not go to an interview unprepared. Expect to have to give explicit answers to direct questions. What sort of job are you looking for? What is your experience? Why did you leave your last job? Plan your answers, short ones, but not so short that you leave out important information. Do not launch into a spiel about your "eagerness", "willingness to work", "ambition". Be factual.

SLIPSHOD PAPERWORK

The best way to prepare for the interview is to put together a resumé of your background. No job-hunting tool is more useful, yet most people skip it or do it badly.

Do not try to get everything into your resumé. It is not meant to be more than a summary of the high points. Make it one or two pages. Keep it neat. And stick to hard facts. Emphasize experience that points toward the kind of position you are applying for. Take plenty of time to write it.

ARMCHAIR STRATEGIST

You will not find a job by letting others do your leg work. Nor can you do it all through the mail. Get out and see people yourself. Follow up the ads. See that you have a few interviews every day. Do not leave it all to an agency. Do not sit back and wait for calls from those who say they will "be in touch with you if something comes up."

PENNY-WISE FOOLISHNESS

It is natural when you are out of work to cut expenses. Do not make the common mistake, though, of counting your pennies so carefully that you actually hurt your chances of finding a job. Some people, for example, refuse to go out of town on a lead because of the fare, and shun agencies for fear of having to pay a fee when they land a job.

Invest a few dollars in your search. Do make that long distance call if it seems worthwhile. Pay to have your resumé typed, if necessary.

Do not go too far the other way. It does not pay to throw big parties or otherwise attempt to put on a front. People see through that easily.

THE DIRTY FINGERNAIL

Getting a job is something like borrowing money. The less you need it, the more willing people seem to be to give it to you. So do not make the serious error of letting yourself look desperate. Never say, "I will be glad to take anything". Be absolutely sure that you look neat: shaved, nails cleaned, shirt fresh, shoes shined, hair combed and cut. The slightest indication that you are going to seed can hurt. But a flashy, overdressed appearance can hurt, too.

SELF-APPRAISAL

Employers are skeptical of supermen. Claiming you can do "anything" not only will fail to convince an employer of your qualifications, but may actually prejudice him against you. The employer wants to know specifically what you can do and how your skills and abilities can be used most profitably in his organization.

Therefore, as the first step in merchandising your talents, you should make a detailed, realistic inventory of your qualifications, interests, and any of your limitations. You should know what you can do and what you cannot do. To begin your self-evaluation, ask yourself a few simple basic questions:

a. **What jobs have I had?**

b. **What did I like about each? What did I dislike?**

c. **What skills do I have? (For example, operation of a machine)**

d. **What does my education qualify me for?**

e. **What are my real interests?**

f. **Do I have any special talents or aptitudes? (For example, play musical instrument)**

g. **Does my physical condition limit me in any way?**

h. **What kind of a job do I want?**

Now put your thoughts on paper. If you are marketing your skills for an hourly wage position, this personal inventory chart will help frame in your mind information about yourself which will be helpful when you have a job interview. If you are seeking a professional or office position, this chart will help systematize your thinking for the preparation of a resumé of your qualifications.

A GUIDE FOR PREPARING YOUR RESUMÉ

What is a Resumé?

It is an inventory for submittal to an employer. It tells what you have to offer a particular employer for a particular type of position.

It is a job-hunting tool, a personal cataloging of your job qualifications. It "gets you on paper", briefly and accurately for the prospective employer to see.

Its principal function is to secure for you an interview with an employer by interesting him in your abilities. It does this by presenting, attractively and systematically:

WHO YOU ARE
WHAT YOU KNOW
WHAT YOU HAVE DONE
WHAT KIND OF WORK YOU WANT
WHY YOU SHOULD BE HIRED

WHY A RESUMÉ?

Because the resumé has proven itself to be one of the most effective job-hunting tools.

Because using the resumé in job hunting is a standard practice. This is especially true for professional, scientific, executive, and managerial positions. Many employers recognize the value of the resumé as a means of securing qualified employees. Properly prepared, a resumé helps you to "get a foot in the door." Often it is the deciding factor in whether or not you get an interview.

Resumés can save you time by eliminating purposeless interviews with employers not in the market for your job qualifications. A resumé can be mailed to a number of prospective employers, many more than you could possibly visit.

Preparation of a resumé in itself will help you organize your job campaign. It will start you thinking methodically about your qualifications and opportunities. Assembling all the facts about yourself will increase your self-assurance, build your confidence for the crucial personal interview with an employer. You can discuss your capacities with an employer without fumbling for dates and significant facts. You can avoid overselling and understatement alike.

Finally, after you have concluded your job interview, your resumé can remain with the employer —a visual reminder of what you covered during the interview.

The First Step—Your Asset List

The first step in preparing the resumé is to total the score—to prepare a list of your job assets under these headings:

- **WORK HISTORY**
- **EDUCATION**
- **PERSONAL CHARACTERISTICS**
- **RESOURCES**

This list will become the raw material you will use in developing your basic resumé, so evaluate yourself realistically, and in terms of the job you are seeking. Try to put yourself in the place of the employer. In his place, what would you want to know?

I. Work History
List all your employment. Ask yourself the following questions about each job:

What was my job title?
What were the details of my job duties?
Why was I hired for the job?
What did I like about the job? Why?
What did I dislike about the job? Why?
What part of the job did I do best? Why?
What part least well? Why?
What experience did I gain that I can apply to another job?
What special skills or talents did I develop on the job?
How long did I work on the job?
Why did I leave the job?
What references can I obtain, if necessary?
What personality factors helped make me successful on the job?

II. Education

This should be emphasized if you have had little or no work experience.

- Schools attended, dates
- Courses taken, degrees, dates
- Subjects liked best, and why
- Subjects liked least, and why
- Subjects excelled in, grades, honors
- Extracurricular activities, athletics, debating clubs
- Scholarships, honors
- Special skills: typing, stenography, business machines, etc.

III. Personal Characteristics

Evaluate your personal characteristics for their job significance. Be as objective as you can. Weigh both your assets and possible liabilities. An honest appraisal may help you to determine where your strongest vocational interests lie.

IDENTIFYING DATA

- Name
- Address

Date of Birth

Marital Status
(including No. of dependents)

PHYSICAL DATA

- Height and Weight

Health and Physical Capacities

APPEARANCE (and personal grooming)

SPEECH

- Vocabulary
- Grammar

Enunciation

Pronunciation

SOCIAL CONDUCT AND ATTITUDES

- Aggressiveness
- Adaptability
- Tact
- Cheerfulness
- Reticence
- Tolerance
- Cooperativeness
- Mannerliness

IV. Resources

List all possible resources; i.e., leads, sources of information, contacts and aids, which you may want to use in planning your job campaign.

Firms that may have the kind of job you want
Business associates
Personal friends and acquaintances
School friends and instructors
Employment agencies: public, private and school
Professional organizations
Trade directories

PLANNING YOUR RESUMÉ

Preliminary Analysis of Your "Job Asset" List

The information contained in your asset list must now be analyzed—graded for importance, selected for effectiveness, rejected when it is not to the point. Using the data in your list, design your basic resumé. Start by asking yourself these questions:

What kind of job am I seeking?
What kind of firm may have openings in my kind of job?
Which parts of my training and experience relate to the job I am seeking? Which parts, if any, shall I minimize?
Which of the details in "Personal Characteristics" should I include in my final resumé?
Which details will help me get an interview for the type of work I want, in the kind of firm or industry I prefer?

Organization of Data

There is no one best way to organize a resumé. The best format for you is one which highlights your job capacity in terms of the type of job you are seeking. In general, however, most resumés are arranged in one of two ways:

I. By Work Experience:
Start with your current or most recent job and, proceeding in reverse chronological order, give the employer, type of firm and work performed for each job you have held.

II. By Function of Specialization:
Start with the most relevant function you perform (relevant from the prospective employer's point of view) and continue with other functions, in the order of their pertinence. Describe how each function was performed and the scope of your responsibility. Give specific illustrations of your skills and knowledges, and any outstanding results achieved. The functional method is particularly effective in those occupations where

the work is varied, or there are frequent changes of assignment, such as public relations, construction engineering, and free-lance commercial art.

BREVITY

Remember that your resumé will usually go to a personnel or employment manager, who must read resumés every day. So . . . organize your resumé, keep it as brief as possible but still tell your story adequately and accurately. If possible, limit your resumé to a single sheet.

Keep it brief and specific. If your resumé passes the personnel department's screening, it will often be reviewed by a second interested individual, usually from the work area for which you are best qualified. For example, the resumé of an engineering applicant who seems to have the desired experience or potential will likely be reviewed by the engineer responsible for the supervising of a certain technical area; therefore, the resumé must contain specific information to enable that engineer to decide if further consideration is warranted.

SUGGESTED RESUMÉ OUTLINE

I. Heading
The following identifying information should always precede all other data:

Name.....

Address.....

Telephone Number.....

II. Occupational Interest and Goal
This is your job objective. Specify the kind of job or field of work you want. If your background qualifies you for several jobs, list them in the order of your preference. For example:
Airport Engineer
Highway Engineer
You may elaborate briefly on your goal at the beginning of the resumé, or in your covering letter.

III. Work History
Organize this section of your resumé as suggested below, either under A (by job) or under B (by function), whichever highlights your work experience better.

A. By Job

1. List your jobs in inverse chronological order.
   Dates of employment
   Employer, address, nature of business
   Name and title of supervisor
   Position you held
   Salary (optional)
2. Describe for each job:
   a. Job Duties—Tasks performed, emphasizing those requiring the highest degree of skill and judgment. Indicate specialization and any duties beyond your regular assignment. Include any special tools, instruments or equipment used and the degree of skill involved.
   b. Scope of Responsibility — Tell how many persons you supervised, if you held a supervisory post, and to whom you were responsible.
   c. Accomplishments—Outline any outstanding results achieved. If possible, give concrete facts and figures, rather than generalities.

B. By Function

1. List the functions (field or area of specialization) you performed in the order of their pertinence to your job objectives. For example, if you did public relations work in several previous jobs and you are now applying for a public relations position, make an entry under "Public Relations" and group your experience under this heading.
2. Describe in brief the work you did in each of the broad functional fields in which you qualify. This will provide a composite of your job duties, scope of responsibility, and accomplishments. Use a terse, narrative style with active verbs, and few personal pronouns—especially the first person singular.

IV. Military Experience

Branch of service
Length of service
Duties performed. List major assignments, detailing those pertinent to the job you are seeking.
Draft classification (optional)

V. Education

1. High school (do not include if you have had substantial post-high school education or training)
2. College—Major subject, degree and date received
3. Graduate school—Major, degree and date received
4. Other education or training
5. Professional certificates or licenses
6. Courses directly related to your occupational choice. (List in detail if your work experience is limited)
7. Internship
8. Scholarships and honors
9. Extracurricular activity

VI. Miscellaneous Information

Items No. 3 and 4 apply particularly to recent college graduate "generalists" and others without extensive work experience.

1. Professional contributions and achievements:
   — publications
   — membership in organizations
   — inventions and patents
2. Languages — speaking, reading, writing ability
3. Hobbies and outside interests
4. Special skills—typing, stenography, operation of business machines, etc.

VII. Personal Data

1. Date of birth (optional)
2. Marital status and dependents
3. Height and weight

SOME SAMPLE RESUMÉS

On the following pages are some sample resumés. Use them as springboards to develop appropriate ideas and approaches. They may also aid you in presenting your resumé in an organized and attractive form.

Description of Sample Resumés

1. Type: Combined education and work-history with strong emphasis on education and desire for advancement to a responsible position. Recent graduate.

Reason: Applicant has a strong academic background, with courses geared to goal in the field of labor and industrial relations. Here again, the functional type of resumé is not indicated because of limited work experience.

2. Type: Work-history arrangement, duties with each employer fully detailed.

   Reason: A summary of the positions held clearly outlines the applicant's career development in the field of office and credit management. A functional type of resumé was not used because only one area of specialization is involved.

3. Type: Functional arrangement, with brief listing of employers.

   Reason: Applicant has had extensive experience in three distinct fields, and some experience in two others. This experience was gained with a number of employers, but is consolidated in this resumé under the proper "functional" headings.

THE COVERING LETTER

Always enclose a covering letter when you mail out a resumé. Your major purpose is to interest an employer in hiring you. The first step is to get him to read your resumé. Keep these facts in mind when writing the covering letter.

Address your letter to a specific person by name, when possible.

- The first twenty words are important. They should attract the reader's attention.
- Tell your story in terms of the contribution you can make to the employer.
- With local firms, take the initiative in suggesting that you telephone for an interview.
- Use simple, direct language and correct grammar. Avoid hackneyed expressions.
- Keep it short. You need not cover the same ground as your resumé. Your letter should sum up what you have to offer, and act as an "introduction card" for your resumé.
- Let your letter reflect your individuality, but avoid appearing aggressive, overbearing, familiar or humorous. You are writing to a stranger about a subject that is serious to *both of you.*

A SAMPLE COVERING LETTER

Mr. Charles D. Hammer, Vice President
Sales Division
American Electronics, Inc.
112 Westwood Street
Palo Alto, California

Dear Mr. Hammer:

The enclosed record of successful planning and execution of large promotion campaigns may be of interest to you in your sales program.

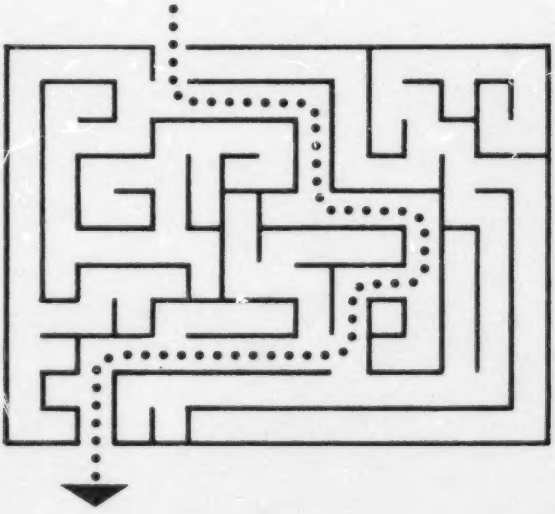
My experience with electronic product manufacturers has been broad, starting with over-the-counter sales and progressing through a variety of selling and top management assignments.

May I ask that you read the enclosed resume' and permit me to telephone your secretary next week to arrange for an appointment. Thank you.

Very truly yours,

Harold W. Colton
304 Oak Street
San Francisco, California

Note: The above letter refers to the resumés for sales executive.



JOHN HAVILAND (date of resume')
826 Tenth Avenue
Santa Ana, California
LAmbert 8-1136

OCCUPATIONAL GOAL: Ultimate--Labor and Industrial Relations
Immediate-Personnel Clerk or Interviewer
Time and Motion Study
Production Control Clerk
Payroll Clerk

EDUCATION: University of California at Los Angeles
B.A. February 1962 Major--Labor Management

Major Subjects	Minor Subjects
Business Organization	Accounting
Business Management	Economics
Industrial Psychology	Humanities
History of Labor Unions	
Job Analysis	
Time and Motion Study	
Personnel	
Internship	

Honors	Extracurricular Activity
Phi Beta Kappa	Industrial Relations Society, Intramural Athletics.

SUMMER AND PART-TIME EXPERIENCE:

6-62 to 9-62 -- Jomet Metal Products, 120 Spring St., Santa Ana--Part-time assistant payroll clerk.

6-61 to 9-61 -- Western Auto Stores, 8213 4th Avenue, Santa Ana--Part-time stock clerk; assisted manager in waiting on trade.

MILITARY STATUS: National Guard. Requires weekly evening meeting with 15-day encampment annually. Obligation will be completed 1964.

SPECIAL SKILLS: Typing--50 words per minute.
Burroughs and Merchant Business Machine
Chauffeur's license
Radio Operator, License X-1245
Read and Speak Spanish fluently

PERSONAL DATA: Date of Birth--4-4-38
Married -- no children
Height -- 6'1" Weight -- 180 lbs.
Willing to accept work anywhere in the United States.

REFERENCES:

Mr. Henry A. Neff, Professor-School of Business Mgt.
U.C.L.A., Los Angeles, Calif.

Mr. John O. Ryan-3455 Woodburn Ave. Santa Ana, Calif.

Mr. J. L. Schapp-General Chemical--Santa Ana, Calif.

THOMAS S. GREAVES
857 Mongrove Avenue
Los Angeles, Calif.
EXmont 3-4693

(date of resume')
GENERAL MANAGER
EXECUTIVE ASSISTANT
CREDIT MANAGER

GENERAL BACKGROUND

Twenty years of business experience in the field of office and credit management and accounting. Have set up office procedures and installed systems of all types, including those for machine accounting, payroll records, credit, and order control. Worked in close contact with sales departments which necessitated setting up systems for the handling of sales statistics, commission records, and market analysis.

EXPERIENCE

1948-1961 Jackson Phillips, Inc., Los Angeles, Calif,
Distributors of Coated Papers. OFFICE MANAGER

Started as credit manager. Set up systems of credit and control, to facilitate handling large orders on a brokerage basis, and for the many smaller accounts controlled through the firm's own warehouse. Developed and placed in operation a system of procedures and records whereby the credit for both methods of sale could be handled by the existing clerical staff. At the end of the first year of the operation, the losses dropped and never exceeded 1/2 of 1% on a volume of sales reaching well over two million dollars a year.

At the end of the second year was appointed Office Manager and Executive Assistant to the President. Responsibilities covered:

- Supervision of credit and collection.
- Supervision of accounting operations.
- Originating and installing office systems, procedures, order and inventory control.
- Sales analysis, costs, expense accounts.
- Supervision of traffic warehousing and delivery operations.
- Personnel management.
- Selection and purchase of office equipment.
- Correspondence, contracts.

1946-1948 Interstate Credit Service Corp., OFFICE MANAGER
San Francisco, California
Credit Consultants and Collectors.

Responsible for reorganization of office with staff of 55 office workers. Revised and developed procedures; organized office layout for better flow of work, reorganized supervision; instituted training in order to achieve maximum efficiency. The handling of 5300 accounts necessitated the installation of standard procedure in all departments and the reorganization of the control systems.

1942-1946 H.F. Smith Co., Sacramento, Calif. EXECUTIVE ASST. TO GENERAL MGR.

Responsibilities were concerned with the installation of uniform office systems for 10 branch offices throughout eastern United States This included the execution of company credit policy and collection. Also in charge of publication of monthly house organ for branch managers. Responsible for coordination and analysis of branch reports of sales and inventories.

Prior Employment: Accountant and credit manager for National Jewelers, Inc.,

Reference: Furnished on request

HAROLD W. COLTON
304 Oak Street
San Francisco, Calif. (Zip Code)
PRospect 8-8765

(date of 'sume')

OBJECTIVE:
Sales Executive

SALES PROMOTION: Devised and supervised sales promotion projects for large business firms and manufacturers, mostly in the electronics field. Originated newspaper, radio and television advertising and coordinated sales promotion with public relations and sales management. Analyzed market potentials and developed new techniques to increase sales effectiveness and reduce sales costs. Developed sales training manuals.

As sales executive and promotion consultant, handled a great variety of accounts. Sales potentials in these firms varied from $100,000 to $5,000,000 per annum. Was successful in raising the volume of sales in many of these firms 25% within the first year.

SALES MANAGEMENT: Hired and supervised sales staff on a local, area and national basis. Established branch offices throughout the United States and developed uniform systems of processing orders and sales records. Promoted new products as well as improving sales of old ones. Developed sales training program. Developed a catalog system involving inventory control to facilitate movement of scarce stock between branches.

MARKET RESEARCH: Devised and supervised market research projects to determine sales potentials, as well as need for advertising. Wrote detailed reports and recommendations describing each step in distribution, areas for development and plans for sales improvement.

SALES: Retail and wholesale. Direct sales to consumer, jobber and manufacturer. Hard goods, small metals and electrical appliances.

ORDER CLERK: Received, processed and expedited orders. Trouble shooter. Set up order control system which was adopted for all branches.

FIRMS

1953 - 1960	B.B. Bowen Sales Development Co., San Francisco, Calif.	Sales Executive
1942 - 1953	James Bresher Commercial & Industrial, Sales Research Corp., Oakland, Calif.	Sr. Sales Promotion Manager
1936 - 1942	Dunnock Brothers Electronics Co. San Francisco, Calif.	Order Clerk, Salesman Sales Manager

EDUCATION: University of California, B.S. 1930; Major, Business Administration

PERSONAL DATA: Birth Date, January 4, 1916; Married, 3 children

LETTER OF APPLICATION

In many fields of work it is customary to write a letter of application to open the way for a personal interview. This is particularly true in the following cases:

a. When the employer you wish to contact lives in another city or town;
b. As a cover letter when you are mailing resumés;
c. When you are answering a want ad.

Following are some helpful guidelines for writing a letter of application:

1. Type neatly, using care in sentence structure, spelling, and punctuation;
2. Use a good grade of letter-size white bond paper;
3. Address your letter to a specific individual, if possible (use city directories or other sources);
4. State exactly the kind of position you are seeking and why you are applying to the particular firm;
5. Be clear, brief, and businesslike;
6. Enclose a resumé.

Letters of application will vary considerably depending on the circumstances in which they are used. The samples on the following pages illustrate ways of writing such letters.

SAMPLE LETTER OF APPLICATION

Mr. Wilbert R. Wilson, President
Metallic Manufacturing Company
3893 Factory Boulevard
Cleveland, Ohio

Dear Mr. Wilson:

Recently I learned, through Dr. Robert R. Roberts of Atlantic and Pacific University, of the expansion of your company's operations, and your plans to create a new position of Personnel Director. If this position is open, I would appreciate your consideration of me as an applicant for it.

Since leaving college I have had progressively more responsible and diverse experience in the personnel field. Most of this experience has been with manufacturing firms similar to yours.

For your review, I am enclosing a resume of my qualifications. I would appreciate the opportunity of a personal interview with you should you wish to discuss my application further

Sincerely yours,

John C. Doe

Enclosure

ANSWERING A "BLIND AD"

Street Address
City, State

Box Number 32-A
Wenatchee Daily World
Wenatchee, Washington

Dear Sir:

This letter is in reply to your advertisement in the Wenatchee Daily World on May 6, 1963 for the position of accountant. My resume' is attached for your consideration. If, after reviewing my background, you feel that a personal interview is in order, I can be available at your convenience.

Thank you for your consideration. I am looking forward to your reply.

Very truly yours,

Name

ANSWERING A "GROUP LISTING"

Street Address
City, State
Date

Mr. John Doe
Federal Electric Corporation
Los Angeles, California

Dear Mr. Doe:

Your advertisement in the Wenatchee Daily World on May 6, 1961 prompted me to submit the attached resume'. My interest is in the field of _____. Though my background does not qualify me for the jobs advertised, it occurred to me that, in expanding the technical personnel, you may also need employees with my qualifications to support these important positions. If there are openings for applicants with my qualifications now or in the future, I will be available for a personal interview at your convenience.

Your careful consideration of my application is appreciated. I am looking forward to your reply.

Thank you.

Sincerely yours,

Name

SOURCES OF JOB INFORMATION

From among the many sources of information on job openings, you will need to select those appropriate for you. The more productive sources to explore, and those which should receive top priority, will depend to some extent on the type of job you want and the labor market supply. Because of their personal interest in you, friends, neighbors, and relatives will probably be the first source of job opening information you will explore. They may know of opportunities which would be unavailable to you through any other source. To use them as your only source of job information, however, would seriously restrict your prospects since their knowledge is likely to be limited to their own place of employment.

Some of the many other sources for job opening information are listed below with brief comments concerning their characteristics;

1. Schools or College Placement Services
   —A productive source for professional openings
   —Usually available only to current students and alumni
2. Want ads in newspapers, professional journals, and trade magazines
   —Provide a broad range of definite openings
   —Often details are insufficient for determining if you are qualified
   —Analysis of the ads will provide information about the extent of employment activity in job fields throughout the area
3. Industrial and Craft Unions
   —Have exclusive hiring authority for some firms
   —Each deals with a limited number of occupations
   —Productive source for members, particularly those with seniority
4. State Employment Services
   —More job listings in more occupational categories than any other single source
   —Have knowledge of area job openings, even among employers who have not listed their job openings with the Employment Service
   —Have more than 1900 local offices conveniently located throughout the nation
   —Operate a nationwide network for job information and job openings
   —Provide counseling and career consultation service
   —Provide aptitude and proficiency testing

—Have daily contacts with thousands of employers
—Accumulate and distribute local, statewide, and national labor market information
—No fees charged

5. U.S. Civil Service Commission
—Handles only U. S. Government civilian jobs
—Job listings and application blanks available in most post offices
—Conducts written examinations
—Usually takes longer to process your application than most nongovernmental employers

6. Private Employment Agencies
—Some charge applicant a fee for placement; others collect fees from the employers
—Usually specialize in a few specific occupations

7. Yellow pages of telephone directory, industrial directories; Chamber of Commerce lists
—Sources of names of firms according to type of business or service provided and other valuable information to use in making contacts

8. Professional Associations
—Useful for specialized occupations
—Listings are available at libraries

JOB INTERVIEW

- Accumulate and assemble in an easily available order all the information and papers you will need to take with you: licenses, union card, military records, proof of age if under 18, school records, and your resumé or work records with names of employers and date of employment.
- Learn all you can about the company: product or service, standing in the industry, kinds of jobs available and hiring policies and practices.
- Know what you have to offer: what training you have had, what you have done, what you can do, what kind of job you want.
- Know why you want to work for the firm.
- Be prepared to furnish references (not family) by name, address, and business affiliation. Ask them if you may use their names.
- References should be people who are acquainted with your work and your character.

- Never take anyone with you to the interview.
- Allow for as much uninterrupted time as the interview may require. (For example, do not park your car on a limited time meter.)
- Learn the area salary scale for the job you are seeking.
- Conservative dress, not too formal and not too casual is recommended for any job interview.
- Neatness in grooming is essential.

The employment interview serves a dual purpose. It provides the employer opportunity to make a critical appraisal of your qualifications, appearance, and general fitness for his job opening. Additionally, and equally important, it provides you opportunity to appraise the employer, the job, and the firm. It enables you to decide if the employer and the firm are of the type and caliber you want to work for; and if the job meets your career needs and interests.

Since the interview is, in effect, your showcase for merchandising your talents, your primary concern is to present your qualifications to the best possible advantage. Although each interview will be different and will require personal ingenuity, the following suggestions may be helpful:

- Be natural. When invited to sit down, sit comfortably without slouching.
- Be pleasant and friendly but businesslike.
- Let the employer control the interview. Give frank answers: brief but complete, without rambling. Avoid dogmatic statements.
- Stress your qualifications without exaggeration. The employer's questions or statements will indicate the type of person he is seeking. Use these clues in presenting your qualifications. For example, if you are being interviewed for an engineering job and the employer mentions that his job will require some customer contact work, use the clue to emphasize any work or a vocational experience or courses you have had in public contact or related work.

- Present your resumé, work record, references, personal data, work samples, or other materials to support your statements when the employer requests them.
- In discussing previous employment and work situations, avoid criticizing former employers or fellow workers.
- Keep your personal, domestic, or financial problems out of the conversation unless specifically asked about them.
- Be prepared to state the salary you want, but not until the employer has introduced the subject. Be realistic in discussing salary.

If the employer does not indicate when a further contact will be made, ask when you may call to learn his decision.

- If the employer indicates that you are to call or return for another interview, make a written note of time, date, and place.
- Thank the employer for the interview. If the employer indicates that he cannot use you, ask him to suggest another employer.

FOLLOWING AN INTERVIEW

Street Address
City, State
Date

Mr. John Doe
The Radex Corp.
708 Burwell Street
Wenatchee, Washington

Dear Mr. Doe:

I am taking this opportunity to thank you for the time you devoted to the interview and the courtesies extended. I am interested in the job you described and would like to become a permanent employee in your organization.

If there are other questions that I may answer, please feel free to contact me. Thank you again for your consideration. I am looking forward to your decision.

Very truly yours,

_____
Name

PLANNING YOUR TIME

Time factors are involved in job hunting. Studies have shown that there is a direct correlation, for example, between the length of time one is unemployed and the difficulty experienced in becoming employed. Postponement of job searching is undesirable. Equally undesirable is intermittent job hunting. Once your search has begun, it should be treated as a full-time job. Undoubtedly, as in any selling, merchandising your talents can become, at times, discouraging. Nonetheless, sustained effort usually pays off.

Following are some suggestions concerning time factors:

1. Plan and start your job search as soon as you know that you will need to find a new position.
2. Make your job hunting a full-time project. You work a 40-hour week for an employer, you should work no less for yourself.
3. Once you start your job-finding campaign, do not allow yourself little vacations.
4. Apply early enough in the day to allow sufficient time for multiple interviews, tests, or other hiring procedures which may be required.
5. Be one time for any appointments.
6. Learn as much as you can about the company before you apply, including the best time of the day and week to make application.
7. Follow up job leads immediately. If you learn of a job opening late in the day, call the firm to arrange an appointment for the next day. They may postpone a hiring decision until they have talked to you.

SAMPLE PROSPECT LIST

Name of Firm Address Phone number	Person to Contact	Date	Remarks

DON'T ASK . . . SELL

Keep this thought uppermost in your mind—you are not "Asking for a job"—what you are actually doing is making an effort to "sell your services"—a given quantity of usable energy, of a certain quality, on which an employer can make a profit. You buy a package at the store, not as a favor to the clerk, but because you want what's in it. An employer hires you for the same reason.

If you've completed a resumé, absorbed all of the information in this kit and have prepared a list of prospective employers, you have half of what's needed to get and hold the right job. The other half consists of determination and raw energy—and that's up to you.

Good Hunting!

QUESTIONS FREQUENTLY ASKED DURING THE EMPLOYMENT INTERVIEW

As reported by 92 companies surveyed by
Frank S. Endicott, Director of Placement,
Northwestern University

1. What are your future vocational plans?
2. In what school activities have you participated? Why? Which did you enjoy the most?
3. How do you spend your spare time? What are your hobbies?
4. In what type of position are you most interested?
5. Why do you think you might like to work for our company?
6. What jobs have you held? How were they obtained and why did you leave?
7. What courses did you like best? Least? Why?
8. Why did you choose your particular field of work?
9. What percentage of your college expenses did you earn? How?
10. How did you spend your vacations while in school?
11. What do you know about our Company?
12. Do you feel that you have received a good general training?
13. What qualifications do you have that make you feel that you will be successful in your field?
14. What extracurricular offices have you held?
15. What are your ideas on salary?
16. How do you feel about your family?

17. How interested are you in sports?
18. If you were starting college all over again, what courses would you take?
19. Can you forget your education and start from scratch?
20. Do you prefer any specific geographic location? Why?
21. Do you have a girl? Is it serious?
22. How much money do you hope to earn at the age of 30? 35?
23. Why did you decide to go to this particular school?
24. How did you rank in your graduating class in high school? Where will you probably rank in college?
25. Do you think that your extracurricular activities were worth the time you devoted to them? Why?
26. What do you think determines a man's progress in a good company?
27. What personal characteristics are necessary for success in your chosen field?
28. Why do you think you would like this particular type of job?
29. What is your father's occupation?
30. Tell me about your home life during the time you were growing up.
31. Are you looking for a permanent or temporary job?
32. Do you prefer working with others or by yourself?
33. Who are your best friends?
34. What kind of boss do you prefer?
35. Are you primarily interested in making money or do you feel that service to your fellow men in a satisfactory accomplishment?
36. Can you take instructions without feeling upset?
37. Tell me a story!
38. Do you live with your parents? Which of your parents has had the most profound influence on you?
39. How did previous employers treat you?
40. What have you learned from some of the jobs you have held?
41. Can you get recommendations from previous employers?
42. What interests you about our product or service?
43. What was your record in military service?

44. Have you ever changed your major field of interest while in college? Why?
45. When did you choose your college major?
46. How do your college grades after military service compare with those you previously earned?
47. Do you feel you have done the best scholastic work of which you are capable?
48. How did you happen to go to college?
49. What do you know about opportunities in the field in which you are trained?
50. How long do you expect to work?
51. Have you ever had any difficulty getting along with fellow students and faculty?
52. Which of your college years was the most difficult?
53. What is the source of your spending money?
54. Have you saved any money?
55. Do you have any debts?
56. How old were you when you became self-supporting?
57. Do you attend church?
58. Do you like routine work?
59. Do you like regular hours?
60. What is your major weakness?
61. Define cooperation.
62. Will you fight to get ahead?
63. Do you have an analytic mind?
64. Are you eager to please?
65. What do you do to keep in good physical condition?
66. How do you spend Sunday?
67. Have you had any serious illness or injury?
68. What job in our company would you choose if you were entirely free to do so?
69. Is it an effort to be tolerant of persons with a background and interests different from your own?
70. What types of books have you read?
71. What types of people seem to "rub" you the wrong way?
72. Do you enjoy sports as a participant? As an observer?
73. What jobs have you enjoyed the most? The least? Why?
74. What are your own special abilities?
75. What job in our Company do you want to work toward?

76. Would you prefer a large or a small company? Why?
77. What is your idea of how industry operates today?
78. Do you like to travel?
79. How about overtime work?
80. What kind of work interests you?
81. What are the disadvantages of your chosen field?
82. Do you think that grades should be considered by employers? Why or why not?
83. Are you interested in research?
84. To what extent do you use liquor?
85. What have you done which shows initiative and willingness to work?

NOTE:

IF YOU WILL TAKE THE TIME NECESSARY TO WRITE OUT BRIEF ANSWERS TO EACH OF THE QUESTIONS IN ENDICOTT'S LIST, IT WILL HELP YOU TO CLARIFY YOUR OWN THINKING AND ESTABLISH READY ANSWERS.

The General Educational Development Test (GED) The Certificate of Educational Competence, and High School Completion

The *GED* test battery is a national project, originally developed through the United States Armed Forces Institute, to assist World War II veterans who had interrupted their high school education, and now administered by states under the American Council on Education. The *Certificate of Educational Competence* is a State of Washington project, based upon the *GED*, designed for adults.

The veterans who passed the *GED* battery did so well in further education and in employment that the test was extended to non-veterans. Originally, passing the test earned a standard high school diploma for the veteran. *THIS IS NO LONGER TRUE.* Passing the test merely earns one a statement to that effect or, if he is a Washington resident and over 19, he may apply for the *Certificate of Educational Competence.*

This certificate is NOT a high school diploma; it merely shows that the holder has a general background equal to that of the average high school graduate. Neither passing the *GED* nor receiving the *Certificate* assure jobs nor even admission to colleges. However, most businesses recognize both the *GED* and the *Certificate* as satisfactory basis for employment where high school graduation is required.

All city, county, state, and federal civil service commissions recognize both. The state recognizes both as the basis for licenses, such as for beautician and barber. Most colleges will admit adults on the basis of either. In any case, both represent a positive step in improving one's employability or education. They should be regarded as only a step—to be followed by other training, adult courses, apprenticeships, etc., and not as an end.

Adults (over 18 years) wishing to take the battery may do so by calling the local office of the Washington State Employment Service, their local school district, or the nearest community college for information as to what schools in the area administer the *GED* test. The uniform fee of $7.50 is set by the State and must be paid in advance.

If a person fails any section of the test, that part may be repeated after an interval for study and review. Normally, there is no charge for the re-test. A person who fails the re-test is usually denied further re-testing until he shows that he has completed some type of training aimed at "plugging the gap."

To pass the test a person must achieve a minimum (standard) score of at least 35 on each section. In addition, the average of all five sections must be at least 45. In case of a re-test, the second score is merely substituted for the first.

To apply for the *Certificate*, the person under 19 must show proof that such a certificate is necessary for further training, education, promotion on the job, entrance into an apprenticeship, etc. The application may be made only at the request of a parole officer, probation or other court official, case worker, admissions, union, or personnel officer, etc. The application must be in writing and approved (in writing by a responsible official of the high school that the person normally would have attended). In actual practice, these are very rarely approved unless the person's (normal) graduating class is out of school. The intent of the state is

that this will *NOT* become a substitute method for those who just "don't like," or can't adjust to, high school demands.

The *GED BATTERY* consists of five tests, each requiring approximately two hours to complete. All five must be completed satisfactorily, as previously noted. The subject matter is that found in the average high school curriculum. All tests are of the multiple choice type. A brief description of the test is as follows:

TEST I *Correctness and Effectiveness of Expression.* Questions include spelling, punctuation, grammar, vocabulary, etc.

TEST II *Interpretation of Reading Materials in the Social Studies.* This measures skill in reading and understanding passages about history, economics, and world events.

TEST III *Interpretation of Reading Materials in the Natural Sciences.* This tests one's understanding of facts, opinions, and terms usually found in general science, biology, and chemistry classes. The emphasis is on understanding, and not memory.

TEST IV *Interpretation of Literary Materials.* This consists of a selection of passages from American and English literature. The test measures one's ability to understand and interpret the content of each.

TEST V *General Mathematical Ability.* This measures the ability to use mathematics in a practical way. One must understand addition, subtraction, division, multiplication, whole numbers, fractions, decimals, percentage, and be able to read some tables and graphs. There are only a very few items related to algebra and geometry.

The answer sheets are scored locally, and the person taking the test can learn the results within the matter of a very short time, usually a few minutes, after the completion of the test. If the *Certificate* is desired and earned, however, the scores and application must be processed in Olympia, and it may be several weeks before the certificate is received.

High School Completion

There are two (2) methods whereby a person may earn a diploma, aside from actually returning to the high school classroom.

I. The *"ADULT" HIGH SCHOOL DIPLOMA* is for those over 18 years of age.

A. It is authorized and regulated by the State Superintendent of Public Instruction.

B. The minimum requirements set by state regulation are:

English	3	units
Mathematics	1	unit
U.S. History & Govt.	1	unit
Wash. State History	½	unit
Contemp. World Prob.	1	unit
Science	1	unit
Occupational Education	1	unit
Electives	7½	units
TOTAL	16	units

C. Satisfaction of all specific subject requirements may be by course completion, extention or correspondence courses, or through approved standard tests.

D. Consideration must be given to work, civic, family, and service experiences.

E. A responsible educational official may evaluate such experiences.

F. Specific subject deficiencies may be made up at an approved school or college or by examination.

G. The diploma will be issued by a high school or community college.

II. A standard *HIGH SCHOOL DIPLOMA*, from a high school, is for those under 18 years of age or over 18, if desired.

A. It is usually the ONLY way available for those under 18.

B. The application must be made through the high school officer.

C. The high school official evaluates records, determines deficiencies, and lists substitute courses and where such courses may be taken.

D. The final program sheet constitutes a contract between the student and the high school, whereby the letter guarantees to award a standard diploma when the listed courses are satisfactorily completed and the credits transferred back to the high school.

NAMES	TELEPHONE

NOTES

NOTES

VOCATIONAL EDUCATION
VE
STATE OF WASHINGTON
COORDINATING
COUNCIL FOR
OCCUPATIONAL
EDUCATION